

STAAR End-of-Course (EOC) Assessments

Program Overview

Refer to the table in the [General Information](#) section that includes the assessments available for the EOC program.

STAAR EOC

The STAAR EOC assessments measure students' academic performance in core high school courses (Algebra I, English I, English II, biology, U.S. history). These assessments became part of the graduation requirements beginning with the freshman class of 2011–2012. Algebra II and English III will be available in spring 2018 for districts to administer as optional assessments.

Students are required to take the STAAR EOC assessments for courses in which they're enrolled as part of their graduation requirements.

Paper and online administrations are available for the STAAR EOC assessments.

STAAR with Embedded Supports

Embedded supports (i.e., text-to-speech and content and language supports) are available on STAAR assessments for eligible students as individual embedded online accommodations. Paper administrations with embedded supports are also available for eligible students requiring a paper administration of STAAR. Paper administrations with embedded supports require approval of the Texas Education Agency and contain only some of the supports available in the online assessments with embedded supports.

Assessment Scores

The following gives a brief description of the scores provided for the STAAR EOC assessments. For more detailed technical information about assessment scores, refer to the [Technical Digest](#), available on TEA's Student Assessment Division website.

Raw Score

The raw score is the number of items answered correctly on an assessment. By itself, the raw score has limited utility; it can be interpreted only in reference to the total number of items on a subject-area assessment, and raw scores should not be compared across administrations.

The raw score is reported by overall assessment and by reporting category.

Scale Score

The scale score is used for all STAAR EOC assessments. Refer to the table in the [General Information](#) section that includes the assessments available for the EOC program.

The scale score is a statistic that allows a comparison of scores by adjusting for variations in the difficulty of the forms used in different administrations. Thus, the scale score can be used to determine whether a student achieved satisfactory performance or advanced performance, to compare one student to another taking the same assessment, and to compare cohorts of students taking the same assessment in different years. However, the scale score cannot be used to evaluate a student's progress across grades or courses.

Performance Standards

The following gives a brief description of the performance levels used on the STAAR EOC assessments.

Masters Grade Level

Performance in this category indicates that students are expected to succeed in the next grade or course with little or no academic intervention. Students in this category demonstrate the ability to think critically and apply the assessed knowledge and skills in varied contexts, both familiar and unfamiliar.

** For Algebra II and English III, this level of performance also indicates students are well prepared for postsecondary success.*

Meets Grade Level

Performance in this category indicates that students have a high likelihood of success in the next grade or course but may still need some short-term, targeted academic intervention. Students in this category generally demonstrate the ability to think critically and apply the assessed knowledge and skills in familiar contexts.

*** For Algebra II and English III, this level of performance also indicates students are sufficiently prepared for postsecondary success.*

Approaches Grade Level

Performance in this category indicates that students are likely to succeed in the next grade or course with targeted academic intervention. Students in this category generally demonstrate the ability to apply the assessed knowledge and skills in familiar contexts.

Did Not Meet Grade Level

Performance in this category indicates that students are unlikely to succeed in the next grade or course without significant, ongoing academic intervention. Students in this category do not demonstrate a sufficient understanding of the assessed knowledge and skills.

Appropriate Score Uses

STAAR EOC assessment results have several uses, both for individual students and for comparing the performance of groups. A more detailed explanation of appropriate score uses can be found in the [Technical Digest](#), available on TEA's Student Assessment Division website.

Individual Students

The STAAR EOC scale score indicates whether a student has met a performance level and how far the student's achievement is above or below a performance level. All students not achieving Approaches performance level on a STAAR EOC assessment must be offered additional instruction.

Assessment results can be used to compare the performance of an individual student to the performance of a demographic group, a program group, or an entire campus or district in a particular course. For example, the scores for a Hispanic student in a gifted and talented program could be compared to the average scores of Hispanic students, to other gifted and talented students, or to all the students at the campus being assessed in the course.

Groups of Students

Assessment scores can be used to compare the performance of different demographic or program groups. All STAAR EOC scores can be analyzed within the same course for any single administration to determine which demographic or program group had the highest average scale score, the lowest percentage achieving each performance level, the highest percentage achieving Masters Grade Level performance, etc.

Other scores can be used to help evaluate the academic performance of demographic or program groups in core academic areas. For example, aggregations of reporting-category data can help districts and campuses identify areas of potential academic weakness for a group of students. This same methodology can be applied to an entire campus or district.

In addition, all assessment scores can be compared to regional and statewide performance within the same course for any administration.

Cautions for Score Use

Several cautions must be kept in mind when analyzing the STAAR EOC assessment results. More detailed technical information describing cautions for score use is provided in the [Technical Digest](#), available on TEA's Student Assessment Division website.

Scale Scores

Scale scores allow for a comparison of assessment scores, within a course, across administrations. For example, if a student takes the STAAR Algebra I assessment in May and takes the assessment again in June, the scores from those administrations could be compared.

The scale score cannot be used to compare assessment scores across courses. For example, it is not appropriate to say that a 3800 on the STAAR biology assessment represents the same level of achievement as a 3800 on the STAAR Algebra I assessment.

Using Reporting-Category Information

Reporting-category information at the individual student level should be used with caution because with the limited number of items in each reporting category. When aggregated at the campus or district level, such information might be useful in helping campuses identify skill areas in which further diagnosis is warranted. As with all assessments given at a single point in time, the data generated from this snapshot should be used in conjunction with other evaluations of performance to provide an in-depth portrait of student achievement. Once an area of possible weakness has been identified, supplementary data should be gathered to further define what instructional intervention would be most effective.

Furthermore, because each STAAR EOC assessment is equated only at the total assessment level and there have been changes to the curriculum and the assessment, year-to-year comparisons of reporting-category performance should be made cautiously. The assessment is constructed to make the difficulty of a given reporting category similar for each administration of a STAAR EOC assessment. However, some fluctuations in the difficulty of the reporting categories do occur at every administration. Observing trends in reporting-category performance over time, identifying patterns of performance in clusters of reporting categories assessing similar skills, and comparing campus or district reporting-category performance to that of the region or state are appropriate uses of group reporting-category information.

Raw Score Distribution for Essay Questions

Because the essay questions from different administrations could be different items, the raw score distributions for such items across administrations are not directly comparable.

Program Evaluation

Standardized assessments are a valuable tool for evaluating programs. However, any assessment can furnish only one part of the picture. The STAAR EOC assessments are not able to identify, let alone measure, every factor that contributes to the success or failure of a program. Assessment results can be most helpful if considered as one component of an evaluation system.

The Passing Standard and Items Correct

The passing standards for STAAR EOC are related to two factors: (1) the difficulty of the items on the assessments and (2) the number of items students have to answer correctly to pass. The standard is set on the original form of each course assessment. When different items are used in another administration, the difficulty of the items, and thus the overall difficulty of the assessment, might fluctuate. To compensate for slight changes in difficulty, the number of items needed to pass the assessment is adjusted.

Report Formats

Standard and additional reports are available for the STAAR EOC assessments. Standard reports are provided automatically to districts. Additional services for standard reports are also available for a fee to districts. A district must submit a request through the STAAR Assessment Management System to receive additional copies of the STAAR report card or Confidential Student Label.

Reports that include “confidential” in the title contain student-level results. All other reports present assessment results in an aggregated format. More information about the confidentiality of students’ assessment results is contained in the [General Information](#) section.

Note that the sample reports included in this guide are for illustration only. They are provided to show the basic layout of the reports and the information they provide. Some information might not correspond to real values.

Resources

Refer to the [General Information](#) section of this guide and [TEA's Student Assessment Division website](#) for additional STAAR EOC information and resources.

Standard Reports

Information contained in the standard reports is sufficient to satisfy mandatory reporting requirements (refer to the [General Information](#) section). The following section of the guide describes the STAAR EOC standard reports that districts receive:

STAAR Report Card	3.7
Confidential Student Label	3.11
Confidential Campus Roster	3.14
Summary Report	3.19
Constructed Responses Summary Report	3.23
Confidential Images of Essays	3.26
Confidential Student Item Analysis Report	3.29
Item Analysis Summary Report	3.32
Electronic Individual Student Record File (Confidential)	3.34

STAAR Report Card

Examples shown: [STAAR Grade 10](#)

A separate **STAAR Report Card** is provided for each student for whom a STAAR EOC answer document or online record was submitted. Information from this report is useful when reporting assessment results to students and parents. Results for students taking one or more STAAR subjects will be combined on the same STAAR Report Card.

A. Student and School Identification Information

The top of the STAAR Report Card contains identification information, for both the student (name, identification number, etc.) and the school (district, class group, etc.). For confidentiality, the student identification number (PEIMS) is indicated by five asterisks followed by the last four digits of the ID number. The grade and the report date are also indicated.

B. Performance At a Glance

This shows the student's performance levels for all the EOC assessments. If the student has taken one test more than once, his or her best performance level for that test will be shown in this section.

C. Student's Scale Score

This is the student's scale score, which is an indicator of his or her performance on the test. The STAAR scale score allows you to compare the student's score with the score ranges of the Did Not Meet, Approaches Grade Level, Meets Grade Level, and Masters Grade Level performance. The scale score indicates how far above or below these performance standards that the student has achieved.

D. Scale Score Bar

This bar shows how well students could perform on the test. The placement of the student's scale score shows where he or she actually performed on the test. The scores needed to achieve Approaches Grade Level, Meets Grade Level, and Masters Grade Level performance are also marked on the scale score bar.

E. Reporting Categories

The content and skills tested on each STAAR assessment are grouped together. Each group is called a reporting category. The categories for each subject are listed in this column.

F. Weighted Score

This shows the points the student earned on the written composition out of the total points possible in the English tests. The process of weighting assessment scores emphasizes the contribution of the written composition when computing the final score. The raw score for English I and English II is calculated by adding the number of multiple choice items answered correctly to the weighted composition score. [Number of multiple choice items answered correctly + (written composition score x 2)].

If a student had 44 of the 52 multiple choice items correct and received a score of 6 on the written composition, the student's total raw score would be 56 out of possible 68 possible raw score points $[44 + (6 \times 2)]$.

G. Answered Correctly

This shows the number of questions the student answered correctly out of the total number of questions tested in each reporting category.

H. Percentile

This shows the percentage of students who scored below the student's score when comparing the student's performance to all Texas students who took the same test last year. For more information about last year's scoring distribution, visit TEA's website at <http://tea.texas.gov/student.assessment/staar/frequency-distributions/>.

I. STAAR Progress Measure

The STAAR Progress Measure is reported for students taking the Algebra I assessment for the first time if their previous-year mathematics assessment was STAAR. The STAAR Progress Measure is reported for students taking the English II assessment for the first time if they took the English I assessment for the first time in the previous accountability year. It is based on a comparison of a student's score last year with his or her score this year. This measure gives you information about how much the student improved in the subject from one year to the next. Individual student progress is then categorized as Limited, Expected, or Accelerated.

J. Test Information

This shows whether the student took the STAAR assessment with embedded supports on paper.

K. Lexile Measure

The Lexile measure indicates the difficulty of the materials that the student should be able to read successfully. The Lexile measure history is reported for students who took grades 3–8 reading tests in English and grades 3–5 reading tests in Spanish. The Lexile measure for STAAR students is reported in the range of Beginning Reader (BR or OL) to a positive value in each grade (e.g., 1100L at grade 3, 1200L at grade 4, and so on).

L. Expected Grade Level Range

This indicates the range of materials students should be reading to be on track for college and careers when they graduate.

M. Quantile Measure

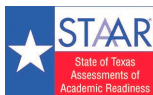
The Quantile measure indicates the progress made in learning mathematics content and what new mathematics content they may be ready to learn next. The Quantile measure for STAAR students is reported in the range of Emerging Mathematician (EM or OL) to a positive value in each grade (e.g., 400Q at grade 3, 500Q at grade 4 and so on).

N. Student Portal Information

This provides the web address and access code for parents and students to access information from the STAAR Report Card online.

O. Document Number and Process Number

The document number found in the bottom left corner of page 3 of the report is a unique number, per administration, that is assigned to the student's record by the testing contractor. Refer to this number if questions arise about the student's results. The process number found in the bottom right corner of page 3 of the report is a unique number, per administration, that is assigned to the report by the testing contractor.



End-of-Course (EOC) Assessments

A

FIRSTNAME I. LASTNAME

GRADE 10

Date of Birth: 01/01/03

Student ID: *****9999

Local Student ID: ---

District: 999-999 DISTRICT NAME

B

Your Child's Performance at a Glance



English I



Did Not Meet

Grade Level

Test Date: Spring 2018



Algebra I



Did Not Meet

Grade Level

Test Date: Spring 2018



Biology



Masters

Grade Level

Test Date: Spring 2018

English I

Test Date: Spring 2018



CATEGORY

Written Composition

4. Composition

Multiple-Choice

1. Understanding/Analysis Across Genres

2. Understanding/Analysis of Literary Texts

3. Understanding/Analysis of Informational Texts

5. Revision

6. Editing

Total Multiple-Choice Score

TOTAL

Weighted Score

14 of 16

Answered Correctly

0 of 8

2 of 13

0 of 13

9 of 9

9 of 9

20 of 52

34 of 68

26th PERCENTILE

Your child scored the same or better than 26% of all student scores on this test.

Algebra I

Test Date: Spring 2018

Limited Progress



CATEGORY

ANSWERED CORRECTLY

1. Number and Algebraic Methods

3 of 11

2. Describing and Graphing Linear Functions, Equations, and Inequalities

5 of 12

3. Writing and Solving Linear Functions, Equations, and Inequalities

5 of 14

4. Quadratic Functions and Equations

3 of 11

5. Exponential Functions and Equations

3 of 6

TOTAL

19 of 54

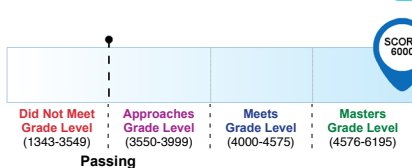
Current Quantile Measure: 1053Q

17th PERCENTILE

Your child scored the same or better than 17% of all student scores on this test.

Biology

Test Date: Spring 2018



CATEGORY

ANSWERED CORRECTLY

1. Cell Structure and Function

9 of 11

2. Mechanisms of Genetics

11 of 11

3. Biological Evolution and Classification

10 of 10

4. Biological Processes and Systems

10 of 11

5. Interdependence within Environmental Systems

11 of 11

TOTAL

51 of 54

90th PERCENTILE

Your child scored the same or better than 90% of all student scores on this test.

N

999999

Unique Access Code

Want More Resources To Help Your Child In School?

For helpful tips and tools, including information on how to improve math skills and participate in a summer math challenge from home, please visit www.texasassessment.com.

1

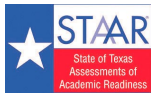
Go to www.texasassessment.com

2

Find your unique access code in the monitor to the left

3

Enter the code and click on the button to log in and learn more!



End-of-Course (EOC) Assessments

FIRSTNAME I. LASTNAME

GRADE 10

Campus: 001 CAMPUS NAME

Class Group: CALSS GROUP

Report Date: SPRING 2018

Your Child's Performance at a Glance



English II



Approaches

Grade Level

Test Date: Spring 2018



U.S. History



Meets

Grade Level

Test Date: Spring 2018

H

English II

Test Date: Spring 2018

Expected Progress

J

STAAR with embedded supports



CATEGORY

Written Composition

Weighted Score

4. Composition 8 of 16

Multiple-Choice

Answered Correctly

1. Understanding/Analysis Across Genres 7 of 8

2. Understanding/Analysis of Literary Texts 10 of 13

3. Understanding/Analysis of Informational Texts 12 of 13

5. Revision 8 of 9

6. Editing 8 of 9

Total Multiple-Choice Score 45 of 52

TOTAL 53 of 68

87th PERCENTILE

Your child scored the same or better than 87% of all student scores on this test.

U.S. History

Test Date: Spring 2018



CATEGORY

ANSWERED CORRECTLY

1. History 25 of 30

2. Geography and Culture 10 of 12

3. Government and Citizenship 5 of 10

4. Economics, Science, Technology, and Society 14 of 15

TOTAL 54 of 68

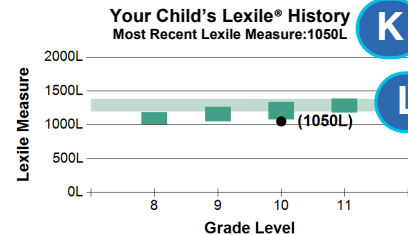
78th PERCENTILE

Your child scored the same or better than 78% of all student scores on this test.

Here are some books recommended for your child's grade.



The Lexile measure indicates the difficulty of the materials that your child can read successfully.



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Learn More about Your Child's Lexile® Level

For more information about your child's reading level history, including an interactive Lexile Growth Planner™ and a Find A Book Tool, visit: www.texasassessment.com/lexile.

Document #3999-99999

021518-00042547-999999001

O

Confidential Student Label

Example shown: [STAAR EOC Grade 9](#)

An adhesive **Confidential Student Label** is provided for each student for whom a STAAR EOC answer document or online record was submitted. Cumulative history results are shown for each EOC course, and these labels should be placed on the student's permanent record. Districts also have the option of not receiving labels.

Available:

STAAR EOC results are combined on one label per student.

A. **Student Identification Information**

Identification information shown at the top of the label includes the student name, student identification number (as used for PEIMS), birth date, district number and name, campus number and name, and grade.

B. **Test Date**

The date when the student passed or the student's most recent performance status is given for each course.

C. **Scale Score**

The scale score corresponding to the student's raw score is shown. Refer to [Assessment Scores](#) in the Program Overview for additional information about the STAAR EOC scale scores. The raw score conversion tables for all STAAR administrations can be found on [TEA's Performance Reporting Department website](#).

D. **Test Results**

In place of a scale score, a variety of report comments might appear for each course, indicating the student's performance status or scoring information.

Possible messages are listed below. Changes in policy might result in different messages.

- **ABSENT**

The student was absent during the assessment.

- **NOT SCORED**

The student's answer document was coded "O" for other reasons such as illness or administration irregularities.

E. **Performance Level**

The label indicates for each course whether the student achieved the Did Not Meet, Approaches Grade Level, Meets Grade Level, or Masters Grade Level performance. Refer to [Performance Standards](#) in the Program Overview for additional information about these standards.

F. Info

Information about the assessment is provided whenever the student is assessed with something other than the general STAAR assessment. The information is indicated by a single character, and the description of any single character used will also be listed on the label.

Possible messages are listed below. Changes in policy might result in different messages.

- e Online with Embedded Supports**

An online assessment with embedded supports was indicated for this subject.

- o Online with No Embedded Supports**

An online assessment with no embedded supports was indicated for this subject.

- pe Paper with Embedded Supports**

A paper assessment with embedded supports was indicated for this subject.

EOC

CONFIDENTIAL



STUDENT: **LASTNAME FIRSTNAME M**

STUDENT ID (PEIMS): **999999999**

DISTRICT: **999-999 DISTRICT NAME**

CAMPUS: **001 CAMPUS NAME**

DOB: **12/15/01**

GRADE: **9**

o = Online with no Embedded Supports

A

C

	Info	Test Date	Scale Score	Performance Level
Algebra I		Spr17	4248	Meets
Biology		Spr17	6203	Masters
English I	o	Spr17	3657	Did Not Meet
U.S. History	o	Spr17	4337	Meets
	⋮	⋮	⋮	⋮
	F	B	D	E

Confidential Campus Roster

Example shown: [STAAR English I](#)

The **Confidential Campus Roster** is available for each course assessed at each campus and lists every student for whom a STAAR EOC answer document or online record was submitted. This report provides detailed student-level results for each course assessment.

The **Confidential Campus Roster (Students Not Achieving Approaches Grade Level)** is available for each course assessed at each campus and lists every student for whom a STAAR EOC answer document or online record was submitted, but did not pass the course assessment.

The **Confidential Campus Roster (All Out-of-School Examinees)** is available for each course assessed at each campus for which there were out-of-school examinees and lists each out-of-school examinee for whom a STAAR EOC answer document or online record was submitted.

Students NOT included in the reporting category summary results of the reports:

- STAAR with Embedded Supports paper administrations

A. *Campus Identification Information*

The top of the report contains identification information for the campus. The course, report date, and date of testing are also indicated. The date of testing will be the season and year the assessment occurred. The logo in the upper left-hand corner indicates the program reported.

B. *Student Information*

Students are identified by name and student identification number (as used for PEIMS).

C. *Grade*

The student's enrolled grade at the time of the assessment is indicated.

D. *Scale Score*

The scale score corresponding to the student's raw score is shown. Refer to [Assessment Scores](#) in the Program Overview for additional information about the scale scores. The raw score conversion tables for all STAAR EOC administrations can be found on [TEA's Performance Reporting Department website](#).

E. Performance Levels

■ Approaches

- If the student met Approaches, “YES” is shown.
- If the student did not meet Approaches, “NO” is shown.
- If a score code other than “S” is present, “---” is shown.

■ Meets

- If the student achieves Meets, “YES” is shown.
- If the student did not achieve Meets, “NO” is shown.
- If a score code other than “S” is present, “---” is shown.

■ Masters

- If the student achieves Masters, “YES” is shown.
- If the student did not achieve Masters, “NO” is shown.
- If a score code other than “S” is present, “---” is shown.

F. STAAR Progress Measures

The STAAR Progress Measure is reported for students taking the Algebra I assessment for the first time if their previous-year mathematics assessment was STAAR. The STAAR Progress Measure is reported for students taking the English II assessment for the first time if they took the English I assessment for the first time in the previous accountability year. It is based on a comparison of a student's score last year with his or her score this year. This measure gives you information about how much the student improved in the subject from one year to the next. Individual student progress is then categorized as Limited, Expected, or Accelerated.

Additional information about the STAAR Progress Measures can be found in the STAAR Resources section on [TEA's website](#).

G. Results for Each Reporting Category

Algebra I, Algebra II, Biology, and U.S. History

Reporting category titles appear in the column headings. The number of items assessed in each reporting category is indicated below the reporting category titles.

English I, English II, and English III

Reporting category titles appear in the column headings.

Under the reporting category the multiple-choice items for the reporting category are indicated. The number of points possible for the multiple-choice items is shown. The number of points scored out of the total possible points possible for each multiple-choice item is shown in the column headed “Number of Points Scored.”

Messages

In place of reporting category-level data, a variety of report messages might appear, indicating the student's performance status or scoring information.

Possible messages are listed below. Changes in policy might result in different messages.

- **NOT SCORED**
The student's answer document was coded “O” for reasons such as illness during the assessment and administration irregularities.
- **NOT TESTED—ABSENT**
The student was absent during the assessment.
- **NOT SCORED—PREVIOUSLY ACHIEVED APPROACHES GRADE LEVEL**
The student previously achieved the Approaches Grade Level performance.

H. Info

Information about the assessment is provided whenever the student was administered an online assessment with embedded supports, an online assessment with no embedded supports, or a paper assessment with embedded supports. The information is indicated by a single character or symbol, and the description of the character or symbol is shown in the legend.

I. Total Students Listed and Total Students Tested

Total Students Listed indicates the number of students included on the report. Total Students Tested indicates the total number of students that took this assessment.

J. Average Scale Score

On the final page of the report, this number represents the average scale score of the total number of students tested on the report.

K. Performance Results

- **Number**
On the final page of the report, this number represents the total number of “YES” results for the entire report.
- **Percent**
On the final page of the report, this number represents the percentage of “YES” results for all students tested on the report.

L. Average Reporting Category Results

These columns summarize reporting-category level data for all scored assessments. For each reporting category, the average number (#) and the percentage (%) of items students answered correctly are calculated. The average number of items correct is the total number of items correct divided by the total number of students assessed. The average percentage of items correct is the average total number of items correct divided by the total number of items assessed.

M. Process Number

The process number found in the bottom-right corner of the report is a unique number, per administration, that is assigned to the report by the testing contractor. Refer to this number if questions arise about the report.



District: 258-999 ZZ CRUSE ISD
Campus: 001 ZEBRA H S

STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Confidential Campus Roster

ENGLISH II All Students

Report Date: SPRING 2018
Date of Testing: SPRING 2018

Legend				Results for Each Reporting Category																																															
--- = No Information Available				Scale Score	Approaches	Meets	Masters	STAIR Progress Measure	1						2						3						4						5						6												
pe = Paper With Embedded Supports. Data are not included in the reporting category summary information.									Understanding/ Analysis Across Genres						Understanding/ Analysis of Literary Texts						Understanding/ Analysis of Informational Texts						Composition						Revision						Editing												
0 = Limited Progress																																																			
1 = Expected Progress																																																			
2 = Accelerated Progress																																																			
Info		Student		Student-ID (PEIMS)	Gr	Number of Points Possible												Number of Points Scored																																	
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Summary Report

Examples shown: [STAAR Algebra I](#), [STAAR English I](#)

The **Summary Report** is available for each course assessed at each campus and district and contains aggregate information about every student for whom a STAAR EOC answer document or online record was submitted.

Standard Summary Reports:

- All Students
- First-Time Tested Students
- Retested Students

Students NOT included in the reporting-category level and written composition results of the reports:

- STAAR with Embedded Supports paper administrations

A. Campus or District Identification Information

The top of the report contains identification information for the campus or district. The course, report date, and date of testing are also indicated. The date of testing will be the season and year of administration. The logo in the upper left corner of the summary report indicates the program reported.

B. Administration Summary

This section of the report lists the number and percentage of students who were assessed, the number and percentage of students who were not assessed (broken down by students who were absent and other), and total number of documents submitted.

C. Legend

To maintain student confidentiality, no data are reported if fewer than five students were assessed. The legend indicates this by showing “---.”

D. Demographic Groups and Program Information

Demographic and program categories are listed on the left side of this section. Results for students for whom no demographic or program information was available are included in the “No Information Provided” categories.

E. Number of Students Tested

The number of students assessed is provided for each demographic group.

F. Average Scale Score

The average scale score is displayed for each demographic group. Refer to [Assessment Scores](#) in the Program Overview for additional information about the STAAR EOC scale scores.

G. Approaches, Meets, and Masters Grade Level

The number and percentage of students who achieved the Approaches, Meets, and Masters Grade Level performance are displayed for each program and demographic group.

Masters Grade Level indicates that students demonstrate mastery of the course knowledge and skills. They are on-track for college and career readiness. Meets Grade Level indicates that students demonstrate strong knowledge of course content. They are prepared to progress to the next grade. Approaches Grade Level indicates that students demonstrate some knowledge of course content, but may be missing critical elements. They need additional support in the coming year. Refer to [Performance Standards](#) in the Program Overview for additional information about these standards.

H. Did Not Meet Grade Level

The number and percentage of students who performed in the Did Not Meet performance level. Did Not Meet Grade Level indicates that students demonstrate no basic understanding of course expectations. They may need significant support in the coming year. Refer to [Performance Standards](#) in the Program Overview for additional information about this standard.

I. Results for Each Reporting Category

These columns summarize reporting-category level data for all scored assessments. For each reporting category, the average number (#) and the percentage (%) of items students answered correctly are calculated. The average number of items correct is the total number of items correct divided by the total number of students assessed. The average percentage of items correct is the average total number of items correct divided by the total number of items assessed.

J. Written Composition Summary

The English assessments include an essay with scores ranging from 0 to 8. The number of possible points for the essay item is 16. The average number of points in the first column should be interpreted as the average number of points scored for all scored assessments for each demographic group. The percentage scored in the second column should be interpreted as the average points scored converted to a percentage for each demographic group. Detailed rubric and score point information can be found in the scoring guides on [TEA's Student Assessment Division website](#).

K. Process Number

The process number found in the bottom-right corner of the report is a unique number, per administration, that is assigned to the report by the testing contractor. Refer to this number if questions arise about the report.



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Summary Report I

ALGEBRA I

District: 999-999 DISTRICT NAME

Campus: 001 CAMPUS NAME

Report Date: SPRING 2017

Date of Testing: SPRING 2017

Administration Summary				Number of Students Tested		Average Scale Score		H		Approaches		G		Results for Each Reporting Category*											
		Number	Percent	#	%	#	%	#	%	#	%	#	%	1		2		3		4		5			
														#	%	#	%	#	%	#	%	#	%	#	%
Students Tested		92	96																						
Students Not Tested		2	2																						
Absent		2	2																						
Other		2	2																						
Total Documents Submitted				96	100																				
Legend																									
--- = No Data Reported For Fewer Than Five Students																									
All Students				92	3676	44	48	48	52	32	35	22	24	57	52	57	48	61	44	47	43	25	42		
Male				47	3674	21	45	26	55	18	38	10	21	57	52	59	49	66	47	46	41	25	42		
Female				45	3678	23	51	22	49	14	31	12	27	58	52	56	47	57	40	48	44	25	42		
No Information Provided				0	---																				
Hispanic/Latino				10	3510	6	60	4	40	4	40	3	30	4	45	41	48	40	69	49	46	42	25	42	
American Indian or Alaska Native				6	3299	3	50	3	50	3	50	3	50	3	47	42	55	46	78	56	48	44	25	42	
Asian				10	4014	3	30	7	70	5	50	4	40	5	54	62	52	67	48	77	70	38	63		
Black or African American				5	3436	2	40	3	60	2	40	2	40	2	54	49	60	50	62	44	50	45	30	50	
Native Hawaiian or Other Pacific Islander				6	3900	3	40	3	50	3	50	3	50	3	48	44	52	43	83	60	47	42	37	61	
White				5	3488	4	80	1	20	1	20	1	20	3	38	35	38	32	46	39	40	36	16	27	
Two or More Races				13	3544	7	54	6	46	4	31	3	23	5	49	57	47	52	37	42	38	24	40		
No Information Provided				37	3759	16	43	21	57	10	27	5	14	6	64	62	62	52	57	40	41	37	21	35	
Economically Disadvantaged				Yes	37	3786	14	38	23	62	19	51	15	41	15	68	68	56	69	49	57	52	32	53	
No Information Provided				No	9	3594	5	56	4	44	3	33	1	11	7	68	64	54	57	40	29	26	09	15	
Title I, Part A				Participants	46	3594	25	54	21	46	10	22	6	13	4	48	43	47	39	56	40	42	38	23	39
Nonparticipants				18	3674	7	39	11	61	10	56	7	39	5	54	64	54	64	54	71	51	58	53	32	53
No Information Provided				55	3711	27	49	28	51	16	29	11	20	5	54	59	49	59	42	43	39	22	37	47	
Migrant				Yes	12	3467	6	50	6	50	5	42	2	17	5	58	53	53	44	58	42	48	44	28	47
No Information Provided				No	17	3692	9	53	8	47	8	47	8	47	5	56	51	55	46	61	43	56	51	29	49
Limited English Proficient				Current LEP	21	3603	9	43	12	57	11	52	7	33	5	58	53	62	51	68	48	57	52	32	54
Non-LEP (Monitored 1st Year)				7	3118	3	43	4	57	3	43	3	43	3	43	5	57	48	41	50	45	27	45	45	
Non-LEP (Monitored 2nd Year)				3	---																				
No Information Provided				Other Non-LEP	8	4056	4	50	4	50	4	50	4	50	5	49	58	48	66	47	66	60	35	58	
Bilingual				Participants	53	3633	28	53	25	47	13	25	8	15	5	58	53	55	46	59	42	39	36	21	34
Nonparticipants				14	3601	7	60	7	50	7	60	4	29	5	64	49	56	47	63	45	52	47	29	49	
No Information Provided				15	3652	8	53	7	47	7	47	7	47	4	44	44	53	44	68	49	55	50	29	48	
ESL				Participants	63	3718	29	46	34	54	18	29	11	17	6	55	58	49	60	43	43	39	24	39	
Nonparticipants				13	3688	6	46	7	54	5	38	4	31	5	50	45	52	43	68	49	56	51	31	51	
No Information Provided				72	3651	34	47	38	53	24	33	18	25	6	60	54	59	49	59	42	45	41	24	40	
Special Education				Yes	11	3567	5	45	6	55	6	55	3	27	5	56	51	60	50	67	48	56	51	32	53
No Information Provided				No	14	3721	7	50	7	50	7	50	7	50	5	59	53	56	47	61	44	59	53	31	51
Gifted/Talented				Participants	67	3685	32	48	35	52	19	28	12	18	5	57	52	57	47	60	43	39	23	38	
Nonparticipants				11	3567	5	45	6	55	6	55	3	27	5	56	51	60	50	67	48	56	51	32	53	
No Information Provided				16	3655	8	50	8	50	8	50	8	50	7	44	56	51	55	46	60	43	56	51	30	50
At-Risk				Participants	85	3700	31	48	34	52	18	28	12	18	5	58	52	57	48	61	43	39	23	38	
No Information Provided				No	12	3408	6	50	6	50	6	50	2	17	5	50	45	53	44	60	43	49	45	29	49
Career/Technical Education				Participants	16	3638	9	56	7	44	7	44	7	44	5	49	52	43	43	57	41	54	49	28	47
No Information Provided				64	3736	29	45	35	55	19	30	13	20	6	60	54	59	49	63	45	44	40	24	40	
Nonparticipants				31	3795	10	32	21	68	16	52	11	35	6	54	64	53	68	49	63	45	61	55	35	59
No Information Provided				5	3173	4	80	1	20	1	20	1	20	0	4	48	44	26	22	32	23	24	22	12	20
No Information Provided				56	3655	30	54	26	46	15	27	11	20	5	57	52	56	47	60	43	41	37	21	35	

* Students who took the paper STAAR with embedded supports version of the test are not included in the reporting category results.



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Summary Report

ENGLISH I

All Students

 District: 999-999 DISTRICT NAME
 Campus: 001 CAMPUS NAME

 Report Date: SPRING 2017
 Date of Testing: SPRING 2017

Administration Summary			Number of Students Tested	Average Scale Score	H		Approaches		Meets		Masters		Results for Each Reporting Category*													
Number		Percent			#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Students Tested	96																									
Students Not Tested	96																									
Absent	2	2																								
Other	2	2																								
Total Documents Submitted	100	100																								
Legend																										
--- = No Data Reported For Fewer Than Five Students																										
All Students			96	3568	59	61	37	39	31	32	16	17	24	26	3.4	26	7.0	77	7.0	77	7.0	77	7.0	77	7.0	77
Male			53	3666	33	62	20	38	18	34	9	17	24	24	3.7	29	4.1	31	7.0	78	7.0	78	6.9	77	6.9	77
Female			43	3447	26	60	17	40	13	30	7	16	20	25	3.1	24	2.6	20	6.9	77	6.9	77	6.9	77	6.9	77
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Hispanic/Latino			14	3588	7	50	7	50	6	43	3	21	2.4	29	3.5	27	4.6	36	6.4	71	6.4	71	6.4	71	6.4	71
American Indian or Alaska Native			9	3641	6	67	3	33	2	22	1	11	1.3	17	2.8	21	2.0	15	9.0	100	9.0	100	9.0	100	9.0	100
Asian			12	3137	10	83	2	17	2	17	1	8	1.3	17	1.7	13	1.7	13	7.8	86	7.8	86	7.8	86	7.8	86
Black or African American			3	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Native Hawaiian or Other Pacific Islander			4	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
White			11	4149	5	45	6	55	6	55	3	27	3.5	43	5.7	44	5.5	42	8.2	91	8.2	91	8.2	91	8.2	91
Two or More Races			11	4048	5	45	6	55	3	27	3	28	3.1	39	4.8	37	3.1	24	8.3	92	8.3	92	8.3	92	8.3	92
No Information Provided			32	3262	23	72	9	28	8	25	4	13	1.9	23	2.6	20	2.9	23	5.3	59	5.3	59	5.3	59	5.3	59
Economically Disadvantaged			40	3512	27	68	13	33	12	30	6	15	1.9	23	2.2	3.3	25	7.6	85	7.6	85	7.6	85	7.6	85	
Yes			8	3855	3	38	5	63	5	63	2	25	3.3	41	6.4	49	5.6	43	6.8	75	6.8	75	6.8	75	6.8	75
No Information Provided			48	3566	29	60	19	40	14	29	8	17	2.3	29	3.5	27	3.1	24	6.4	71	6.4	71	6.4	71	6.4	71
Title I, Part A			23	3593	15	65	8	35	7	30	3	13	1.5	19	3.7	28	3.3	25	7.3	81	7.3	81	7.3	81	7.3	81
Nonparticipants			23	3605	12	52	11	48	8	35	3	13	2.6	32	3.5	27	3.1	24	8.0	89	8.0	89	8.0	89	8.0	89
No Information Provided			50	3539	32	64	18	36	16	32	10	20	2.4	30	3.4	26	3.6	28	6.3	70	6.3	70	6.3	70	6.3	70
Migrant			13	3473	8	62	5	38	5	38	2	15	1.9	24	3.2	24	4.5	35	6.2	69	6.2	69	6.2	69	6.2	69
Yes			20	3486	12	60	8	40	4	20	1	5	1.7	21	3.4	26	1.7	13	8.0	88	8.0	88	8.0	88	8.0	88
No Information Provided			63	3613	39	62	24	38	22	35	13	21	2.5	31	3.6	27	3.7	29	6.8	75	6.8	75	6.8	75	6.8	75
Limited English Proficient			19	3590	11	56	8	42	4	42	4	21	2.4	30	4.2	32	5.2	40	5.3	59	5.3	59	5.3	59	5.3	59
Current LEP			9	3594	5	56	4	44	3	33	1	11	2.0	26	2.9	22	2.8	21	9.0	100	9.0	100	9.0	100	9.0	100
Non-LEP (Monitored 1st Year)			9	3698	9	82	2	18	1	9	1	9	1.5	18	2.0	15	1.8	14	8.5	94	8.5	94	8.5	94	8.5	94
Non-LEP (Monitored 2nd Year)			11	3698	5	56	4	44	3	33	1	11	1.4	18	4.8	37	2.8	21	7.5	84	7.5	84	7.5	84	7.5	84
Other Non-LEP			9	3698	5	56	4	44	3	33	1	11	1.4	18	4.8	37	2.8	21	7.5	84	7.5	84	7.5	84	7.5	84
No Information Provided			48	3536	29	60	19	40	15	31	9	19	2.5	32	3.4	26	3.3	26	6.7	75	6.7	75	6.7	75	6.7	75
Bilingual			13	3310	8	62	5	36	5	36	2	15	1.9	24	3.0	23	4.5	35	5.5	62	5.5	62	5.5	62	5.5	62
Participants			17	3440	10	59	7	41	5	29	1	6	1.1	14	3.2	24	1.6	13	8.2	92	8.2	92	8.2	92	8.2	92
Nonparticipants			66	3552	41	62	25	38	21	32	13	20	2.6	32	3.6	28	3.6	28	6.9	77	6.9	77	6.9	77	6.9	77
ESL			15	3263	12	80	3	20	3	20	1	7	1.3	16	2.6	20	1.8	14	7.7	86	7.7	86	7.7	86	7.7	86
Participants			11	4156	1	9	10	91	9	82	3	27	3.5	44	6.0	46	6.1	47	8.2	91	8.2	91	8.2	91	8.2	91
Nonparticipants			70	3541	46	66	24	34	19	27	12	17	2.2	28	3.3	25	3.3	25	6.6	73	6.6	73	6.6	73	6.6	73
No Information Provided			10	3541	46	66	24	34	19	27	12	17	2.2	28	3.3	25	3.3	25	6.6	73	6.6	73	6.6	73	6.6	73
Special Education			15	3451	8	53	7	47	7	47	3	20	2.3	29	3.4	26	4.8	37	6.0	67	6.0	67	6.0	67	6.0	67
Yes			13	3227	10	77	3	23	2	15	0	0	0.5	7	2.5	19	0.9	7	8.0	89	8.0	89	8.0	89	8.0	89
No Information Provided			68	3659	41	60	27	40	22	32	13	19	2.5	32	3.7	28	3.6	27	7.0	77	7.0	77	7.0	77	7.0	77
Gifted/Talented			13	3310	8	62	5	38	5	38	2	15	1.9	24	3.0	23	4.5	35	5.5	62	5.5	62	5.5	62	5.5	62
Participants			14	3251	11	79	3	21	2	14	0	0	0.5	6	2.4	18	0.9	7	8.1	90	8.1	90	8.1	90	8.1	90
Nonparticipants			69	3681	40	58	29	42	24	35	14	20	2.6	33	3.8	29	3.7	28	7.0	78	7.0	78	7.0	78	7.0	78
No Information Provided			69	3681	40	58	29	42	24	35	14	20	2.6	33	3.8	29	3.7	28	7.0	78	7.0	78	7.0	78	7.0	78
At Risk			13	3498	8	62	5	38	5	38	2	15	1.9	24	3.1	24	4.5	35	6.2	69	6.2	69	6.2	69	6.2	69
Yes			14	3245	11	79	3	21	2	14	0	0	0.5	6	2.3	18	0.9	7	8.1	90	8.1	90	8.1	90	8.1	90
No Information Provided			69	3646	40	58	29	42	24	35	14	20	2.6	33	3.8	29	3.7	28	6.9	76	6.9	76	6.9	76	6.9	76
Career/Technical Education			37	3264	29	78	28	76	24	66	12	16	1.1	14	2.1	16	2.1	16	7.0	78	7.0	78	7.0	78	7.0	78
Participants			9	4042	3	54	6	67	6	67	3	33	3.8	47	5.9	53	6.0	50	6.9	76	6.9	76	6.9	76	6.9	76
Nonparticipants			50	3207	27	54	73	45	19	38	13	22	2.8	36	2.9	30	3.8	29	6.9	77	6.9	77	6.9	77	6.9	77
No Information Provided			50	3207	27	54	73	45	19	38	13	22	2.8	36	2.9	30	3.8	29	6.9	77	6.9	77	6.9	77	6.9	77

Constructed Responses Summary Report

Examples shown: [STAAR English I](#)

The **Constructed Responses Summary Report** is provided for each district and campus and shows the number and percentage of students receiving each rating for the written composition.

Available:

STAAR EOC

Standard Summary Reports:

- All Students
- First-time Tested Students
- Retested Students

Students NOT included in the reports:

- STAAR with Embedded Supports paper administrations

A. *Campus or District Identification Information*

The top of the report contains identification information for the campus or district. The course, report date, and the date of testing are also indicated.

B. *Written Composition Rating Summary*

A breakdown of the number and percentage of students who achieved each rating on the written composition is shown. Detailed rubric and score point information can be found in the scoring guides on [TEA's Student Assessment Division website](#).

Composition ratings are shown below.

0 = **Nonscorable** (summed score: 0 out of a possible 8)

2 = **Very Limited** (summed score: 2 out of a possible 8)

3 = **Between Very Limited and Basic** (summed score: 3 out of a possible 8)

4 = **Basic** (summed score: 4 out of a possible 8)

5 = **Between Basic and Satisfactory** (summed score: 5 out of a possible 8)

6 = **Satisfactory** (summed score: 6 out of a possible 8)

7 = **Between Satisfactory and Accomplished** (summed score: 7 out of a possible 8)

8 = **Accomplished** (summed score: 8 out of a possible 8)

C. Number of Papers

The number of students receiving each rating is shown in the column with the heading “#.” The total number is shown at the bottom of this column.

The percentage of the total number of students receiving each composition rating (1–8) is shown in the column with the heading “%.” The total percentage is shown at the bottom of this column. The percentage of the students on the “Total” row will always be 100.

D. Graph

The graph shows a visual representation of the percentage of students receiving each composition rating.

E. Process Number

The process number found in the bottom-right corner of the report is a unique number, per administration, that is assigned to the report by the testing contractor. Refer to this number if questions arise about the report.



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS
Constructed Responses Summary Report
ENGLISH I
All Students

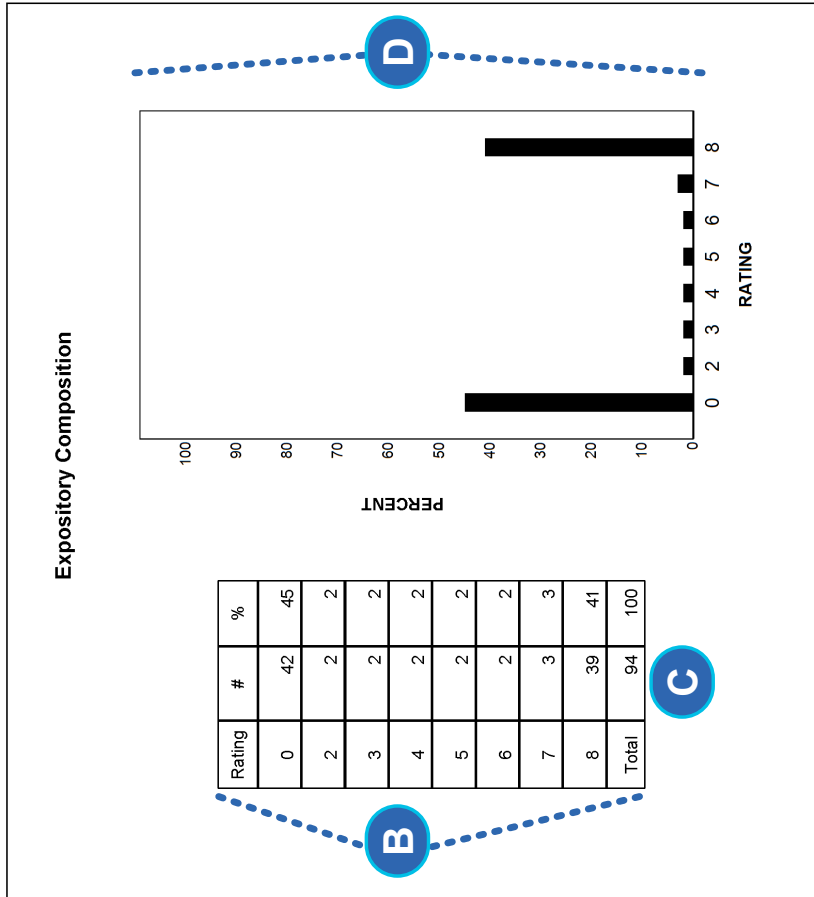
District: 999-999 DISTRICT NAME
 Campus: CAMPUS NAME

Report Date: SPRING 2017
 Date of Testing: SPRING 2017

A

--- = No Data Reported For Fewer Than Five Students

Written Composition Rating Summary*



C

Each Composition has been scored independently by two readers. The written composition rating of 0-8 represents the summation of these scores.

* Students who took the Paper STAAR with Embedded Supports version of the test are not included in this report.

E

042517-00000050-258999002

Confidential Images of Essays

Example shown: [STAAR English I Essay](#)

The **Confidential Images of Essays** includes written compositions. Districts might find it helpful to use the Confidential Images of Essays in conjunction with the 2017 released STAAR tests.

Available:
STAAR

A. **Assessment Information**

The program, content area, and season and year of the assessment scored is indicated.

B. **Student Identification Information**

The top of the report contains identification information for the student. The student name, date-of-birth, and PEIMS identification is shown. For confidentiality, the student identification number (PEIMS) is indicated by five asterisks followed by the last four digits of the ID number.

C. **Written Composition Score**

Composition ratings are shown below.

0 = **Nonscorable**

2 = **Very Limited**

3 = **Between Very Limited and Basic**

4 = **Basic**

5 = **Between Basic and Satisfactory**

6 = **Satisfactory**

7 = **Between Satisfactory and Accomplished**

8 = **Accomplished**

Essay

The essay text from the answer document or online record is shown.

Messages

In place of the essay, a variety of report messages might appear, indicating the student's performance status. Possible messages are listed below. Changes in policy might result in different messages.

- **Not Tested—Absent**
The student was absent during the assessment
- **Not Scored**
The student's answer document or online record was coded "OTHER" for reasons such as illness during the assessment and administration irregularities.
- **Not Scored—Previously Achieved Approaches Grade Level**
The student previously achieved the Approaches Grade Level performance.

Detailed rubric and score point information can be found in the scoring guides on [TEA's Student Assessment Division website](#).

D. Document Number and Process Number

The document number found in the bottom-left corner of the report is a unique number, per administration, that is assigned to the student's record by the testing contractor. Refer to this number if questions arise about the student's results. The process number found in the bottom-right corner of the report is a unique number, per administration, that is assigned to the report by the testing contractor.

STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS
SPRING 2017
ENGLISH I - WRITTEN COMPOSITION

A

B

NAME: LASTNAME, FIRSTNAME MI.
DOB: 99/99/99
PEIMS ID: *****9999

Written Composition Score: 6
6 = Satisfactory

C

Imagine two girls telling stories and laughing happily. How do these girls cooperate so coherently? The answer is with friendship. Friendship is two people being able to stay true to themselves in the presence of each other. In order to do that, one and one's friend must have trust and respect for one another.

Trust is important in a comradeship because without it there is no true bond. In the Disney movie *Peter Pan*, Peter says to the children, the only thing they need to fly is, "faith, trust, and pixie dust". The children trust Peter, therefore making their experience a good one, and becoming friends with him. The children have a firm reliance on him and know that he would never hurt them.

One other contributing factor to a true friendship is the respect that friends have for each other. Relationships tend to collapse when there is a lack of respect. In Brittney Murphy's self-titled autobiography, she mentions a time when she and a friend had a falling out. Brittney's friend, Veronica, never respected her as an actress, and after putting her down so many times, Brittney grew tired of Veronica's negativity and ceased talking to her. Once Veronica realized her mistake, she reevaluated her opinions on Brittney's acting and they became closer friends.

Combining trust and respect, are the key ingredients for cooking up a great friendship. Friends always stick together and having these two qualities, helps alot. Some people may say keeping up a friendship is hard, but it's definitely worth it.

D

Confidential Student Item Analysis Report

Example shown: [STAAR Algebra I](#)

This report provides detailed student-level results for each course tested. Indicated on this report is the reporting category measured by each test item, which answer choice the student selected for the item, and the correct answer. The information in this report might be useful to students, parents, and teachers for identifying item types students might find difficult and for exploring possible reasons why incorrect answer choices were made. Districts might find it helpful to use the Confidential Student Item Analysis Report in conjunction with the 2017 released STAAR tests.

A. Student and School Identification Information

The top of the report contains identification information, both for the student (name, identification number, etc.) and the school (district, class group, etc.). For confidentiality, the student identification number (PEIMS) is indicated by five asterisks followed by the last four digits of the ID number. The grade, date of testing, and the report date are also indicated. The date of testing will be the season and year of administration.

B. Test Results

This section gives the student's scale score and indicates the performance level the student achieved. Refer to [Assessment Scores](#) in the Program Overview for additional information about the STAAR scale scores. The raw score conversion tables for all STAAR administrations can be found on [TEA's Performance Reporting Department website](#). Refer to Performance Standards in the Program Overview for additional information about these standards.

Information about the assessment is provided whenever the student is assessed with something other than the general STAAR assessment. The information is indicated by a single character in parenthesis next to the subject.

Possible messages are listed below. Changes in policy might result in different messages.

e Online with Embedded Supports

An online assessment with embedded supports was indicated for this subject.

o Online with No Embedded Supports

An online assessment with no embedded supports was indicated for this subject.

pe Paper with Embedded Supports

A paper assessment with embedded supports was indicated for this subject.

C. Item Number

The item number corresponds to the item number of the 2017 released test for that course.

D. Reporting Category

The number of the reporting category measured by each test item is listed. An abbreviated listing of reporting categories can be found on the STAAR Report Card. The complete wording of each reporting category for every assessment is found on [TEA's Student Assessment Division website](#).

E. Correct Answer

The correct answer choice for each test item is shown.

F. Student's Answer

The student's answer choice is shown for each test item. A plus sign (+) in this column indicates that the student selected the correct answer. NR in this column indicates that the student did not answer. For items that are not multiple-choice items, the letter "A" represents the correct answer and the letter "B" represents an incorrect answer. Scores for essay questions are not included; student's scores for these items are available on the STAAR Report Card.

G. Messages

In place of item analysis data, a variety of report messages might appear. Possible messages are listed below. Changes in policy might result in different messages.

- **NOT SCORED**
The student's answer document was coded "OTHER" for reasons such as illness during the assessment and administration.
- **NOT TESTED—ABSENT**
The student was absent during the assessment.
- **NOT SCORED—PREVIOUSLY ACHIEVED APPROACHES GRADE LEVEL**
The student previously achieved the Approaches Grade Level performance.

H. Document Number and Process Number

The document number found in the bottom-left corner of the report is a unique number, per administration, that is assigned to the student's record by the testing contractor. Refer to this number if questions arise about the student's results. The process number in the bottom-right corner of the report is a unique number, per administration, that is assigned to the report by the testing contractor.



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Confidential Student Item Analysis Report

ALGEBRA I

FIRSTNAME I. LASTNAME

Date of Birth: 04/19/90

Student ID (PEIMS): *****9999

Local Student ID: —

District: 999-999 DISTRICT NAME

Campus: 001 CAMPUS NAME

Report Date: SUMMER 2017

Date of Testing: SPRING 2017

Grade: 9

A

B

ALGEBRA I			
Scale Score: 4505			
Performance Level: Masters			
Item	Reporting Category	Correct Answer	Student's Answer
1.	1	B	+
2.	3	F	+
3.	2	C	+
4.	4	F	+
5.	3	B	+
6.	1	H	+
7.	4	D	+
8.	5	H	J
9.	2	D	+
10.	4	G	+
11.	3	C	+
12.	2	G	+
13.	1	A	+
14.†	4	A	+
15.	5	B	NR
16.	2	J	+
17.	1	C	+
18.	3	G	+
19.	2	C	+
20.†	1	A	+
21.	5	B	NR
22.	1	F	+
23.	3	C	+
24.	4	J	+
25.	3	B	+
26.	2	F	+
27.†	3	A	+
28.	1	F	+
29.	2	C	+
30.	4	G	+
31.	5	D	C
32.	2	G	+
33.	3	A	+
34.†	4	A	+
35.	5	C	A
36.	3	J	+
37.	2	B	+
38.	1	H	+
39.	4	B	+
40.	3	J	+
41.	1	A	+
42.†	2	A	+
43.	4	D	C
44.	3	F	+
45.	2	A	+
46.	4	G	NR
47.	1	D	+
48.	3	F	+
49.	5	D	B
50.	3	H	+
51.	1	B	+
52.	2	F	+
53.	4	C	A
54.	3	G	+

G

C D E F

† = Item is not a multiple-choice item. For this item, the letter "A" represents the correct answer and "B" represents an incorrect answer.
 + = student answered correctly NR = student did not answer
 Additional information about this student's performance and a listing of the reporting categories are found on the Confidential Student Report.

Document # 1000-17573

070617-00000088-258999002

H

Item Analysis Summary Report

Example shown: [STAAR Algebra I, Biology and U.S. History](#)

This report shows the item number, the reporting category measured by the item, and the percentage of students selecting each possible answer choice for that test item. This summary report is provided for all students. Districts might find it helpful to use the Item Analysis Summary Report in conjunction with the 2017 released STAAR tests.

Available:
STAAR

A. Campus Identification Information

The top of the report contains identification information for the campus. The course assessed, report date, and assessment date are also indicated.

B. Number of Students Tested

The number of students assessed is provided.

C. Item Number

The item number corresponds to the item number on the test for that course.

D. Reporting Category

The number of the reporting category measured by each test item is listed. An abbreviated listing of reporting categories can be found on the Summary Report. The complete wording of each reporting category for every assessment is found on [TEA's Student Assessment Division website](#).

E. Percent Responding

The percentage of students responding to each answer choice is shown for each test item. The correct answer is indicated by an asterisk. To maintain student confidentiality, no data are reported if fewer than five students were assessed.

F. Percent Not Responding

The percentage of students who did not respond to this item is shown in the column with the double-asterisk heading. To maintain student confidentiality, no data are reported if fewer than five students were assessed.

G. Process Number

The print number in the bottom-right corner of the report is a unique number, per administration, that is assigned to the report by the testing contractor.



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS Item Analysis Summary Report

District: 258-999 ZZ CRUSE ISD
Campus: 002 ZOMBIE H S

Report Date: SUMMER 2017
Date of Testing: SPRING 2017

A

ALGEBRA I***							BIOLOGY***							U.S.HISTORY***						
Number of Students Tested: 122							Number of Students Tested: 90							Number of Students Tested: 109						
PERCENT RESPONDING							PERCENT RESPONDING							PERCENT RESPONDING						
ITEM	RC	A/F	B/G	C/H	D/J	**	ITEM	RC	A/F	B/G	C/H	D/J	**	ITEM	RC	A/F	B/G	C/H	D/J	**
1.	1	2	87*	3	2	7	1.	1	2	2	2	83*	10	1.	3	2	2	2	86*	8
2.	3	79*	3	2	1	16	2.	2	2	2	2	82*	11	2.	1	2	2	90*	2	4
3.	2	2	1	81*	3	14	3.	5	2	2	77*	2	15	3.	1	88*	2	2	2	6
4.	4	69*	3	2	1	26	4.	4	4	2	4	75*	15	4.	4	2	84*	2	2	10
5.	3	2	77*	2	2	18	5.	5	74*	2	2	2	19	5.	1	2	2	84*	2	10
6.	1	2	2	82*	2	13	6.	2	76*	2	2	2	17	6.	4	81*	2	2	2	14
7.	4	2	2	2	66*	29	7.	1	2	74*	4	2	18	7.	4	2	2	2	77*	17
8.	5	2	2	59*	2	35	8.	4	2	2	70*	2	23	8.	3	2	76*	2	2	18
9.	2	2	2	2	76*	19	9.	1	2	69*	2	2	24	9.	1	80*	2	2	2	15
10.	4	2	60*	2	2	34	10.	3	71*	2	2	2	21	10.	1	2	2	78*	2	17
11.	3	2	2	63*	2	32	11.	5	2	2	2	63*	30	11.	1	2	72*	2	2	22
12.	2	2	71*	2	2	24	12.	2	2	65*	2	2	27	12.	4	69*	2	2	2	25
13.	1	71*	2	2	2	24	13.	1	64*	2	2	2	29	13.	1	2	70*	2	2	24
14.†	4	52*	5	0	0	43	14.	3	2	67*	2	2	26	14.	1	69*	2	2	2	25
15.	5	2	53*	2	2	41	15.	4	58*	2	2	2	35	15.	2	2	2	69*	2	25
16.	2	2	3	2	65*	29	16.	5	2	2	2	56*	37	16.	1	67*	2	2	2	27
17.	1	2	2	67*	2	28	17.	1	2	2	58*	2	35	17.	4	64*	2	2	2	30
18.	3	2	57*	2	2	38	18.	2	57*	2	2	2	36	18.	1	2	2	65*	2	29
19.	2	2	2	59*	2	35	19.	1	2	2	56*	2	37	19.	1	2	2	58*	2	36
20.†	1	65*	5	0	0	30	20.	4	51*	2	2	2	42	20.	4	2	61*	2	2	33
21.	5	2	43*	2	2	52	21.	3	2	54*	2	2	39	21.	2	2	2	2	60*	34
22.	1	60*	2	2	2	34	22.	4	2	2	49*	2	44	22.	2	2	2	59*	2	35
23.	3	3	2	53*	2	41	23.	3	4	51*	2	2	40	23.	4	2	58*	2	2	36
24.	4	2	2	2	43*	52	24.	5	45*	2	2	2	48	24.	4	57*	2	2	2	37
25.	3	2	51*	2	2	44	25.	3	2	2	2	48*	45	25.	2	2	56*	2	2	38
26.	2	53*	2	2	2	41	26.	2	2	2	48*	2	45	26.	1	2	2	2	51*	43
27.†	3	49*	5	0	0	46	27.	4	43*	2	2	2	50	27.	1	2	50*	2	2	44
28.	1	54*	2	2	2	41	28.	1	2	2	45*	2	48	28.	1	50*	2	2	2	45
29.	2	2	2	47*	2	47	29.	2	2	2	2	44*	49	29.	1	2	2	49*	2	46
30.	4	2	38*	2	2	57	30.	5	2	39*	2	2	54	30.	2	2	2	2	49*	46
31.	5	2	2	2	29*	66	31.	4	2	39*	1	2	55	31.	3	2	50*	2	2	45
32.	2	2	46*	2	2	49	32.	5	2	5	35*	2	56	32.	1	2	45*	2	2	50
33.	3	39*	2	2	2	56	33.	1	2	39*	2	2	54	33.	4	48*	2	2	2	47
34.†	4	32*	5	0	0	63	34.	3	2	2	2	38*	55	34.	3	2	2	44*	2	50
35.	5	2	2	26*	2	69	35.	4	33*	2	2	2	60	35.	3	2	2	43*	2	51
36.	3	2	2	2	36*	59	36.	2	2	2	36*	2	57	36.	3	2	2	2	42*	52
37.	2	2	41*	2	2	53	37.	5	2	2	2	31*	62	37.	1	40*	2	2	2	54
38.	1	2	2	47*	2	48	38.	4	2	25*	2	4	67	38.	1	2	39*	2	2	55
39.	4	2	27*	2	2	68	39.	2	2	2	32*	2	61	39.	1	2	2	38*	2	56
40.	3	2	3	2	34*	60	40.	1	31*	2	2	2	62	40.	1	2	2	2	37*	57
41.	1	44*	2	2	2	51	41.	5	2	23*	2	2	70	41.	1	2	36*	2	2	58
42.†	2	34*	5	0	0	60	42.	3	2	2	2	29*	64	42.	2	2	2	36*	2	58
43.	4	2	2	2	22*	73	43.	1	24*	2	2	2	69	43.	2	2	35*	2	2	59
44.	3	27*	2	2	2	68	44.	2	2	2	2	26*	67	44.	4	37*	2	2	2	57
45.	2	29*	2	2	2	66	45.	5	2	4	17*	2	75	45.	4	2	36*	2	2	58
46.	4	2	19*	2	2	76	46.	1	2	2	17*	2	76	46.	1	2	2	2	31*	63
47.	1	2	2	2	39*	56	47.	3	19*	2	2	2	74	47.	1	2	2	2	30*	64
48.	3	23*	2	2	2	72	48.	4	2	2	14*	2	79	48.	4	33*	2	2	2	61
49.	5	2	2	2	11*	84	49.	3	17*	2	2	2	76	49.	3	2	2	29*	2	65
50.	3	2	2	19*	2	76	50.	4	2	2	2	12*	81	50.	2	2	2	2	28*	66
51.	1	2	30*	2	2	65	51.	2	14*	2	2	2	79	51.	1	2	2	26*	2	68
52.	2	23*	2	2	2	72	52.	5	2	2	10*	2	83	52.	3	2	26*	2	2	68
53.	4	2	2	10*	2	84	53.	3	2	8*	2	2	85	53.	3	2	2	25*	2	69
54.	3	2	16*	2	2	79	54.	2	2	2	2	7*	86	54.	3	24*	2	2	2	70
														55.	1	2	2	2	22*	72
														56.	1	2	21*	2	2	73
														57.	1	2	2	2	20*	74
														58.	2	2	20*	2	2	74
														59.	2	19*	2	2	2	75
														60.	1	2	17*	2	2	77
														61.	4	2	2	2	20*	74
														62.	1	16*	2	2	2	79
														63.	2	16*	2	2	2	79
														64.	4	2	17*	2	2	77
														65.	4	2	17*	2	2	78
														66.	2	13*	2	2	2	82
														67.	4	2	2	2	15*	80
														68.	1	2	10*	2	2	84

† = Item is not a multiple-choice item. For this item, the letter "A" represents the correct answer and "B" represents an incorrect answer.
* = Correct answer choice ** = Percent of students who did not answer
*** = Students who took the paper STAAR with embedded supports version of the test are not included in the reporting category results

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Electronic Individual Student Record File (Confidential)

The **Electronic Individual Student Record File** contains individual data records for each student for whom an answer document or online record was submitted. The student record includes identification and demographic data as well as assessment scores. Reporting-category level data are also included.

Additional Reports

Standard reports may be requested for rerun. There is a fee for rerun requests that result from a district error, such as a misgridded answer document. There will be NO charge for rerun requests resulting from a contractor error, such as nonreceipt of reports. The following reports are available for rerun:

STAAR Report Card

Confidential Student Label

Confidential Campus Roster—All Students

Confidential Campus Roster—Students Not Achieving Approaches Grade Level

Additional printed copies of student reports are available for download and printing from the Assessment Management System after scoring is complete. Districts can request additional printed copies be sent to them for a fee:

STAAR Report Card (Spring Administration Only)

Confidential Student Label

About using Alternate Assessments for TAKS, TAAS, and TEAMS

Beginning with the 2017–2018 school year, former TAKS, TAAS, and TEAMS examinees can take the appropriate part of the alternate assessment he or she needs as one way to fulfill testing graduation requirements. More information is available in the Texas Administrative Code at: <https://tea.texas.gov/student.assessment/taks>

TAKS/TAAS/TEAMS Report Card

The report shows how well you did on the STAAR assessment. Passed means your score met the passing standard on the assessment. Did not Pass means your score did not meet the passing standard on the assessment. You can view your assessment results on your most recent TAKS/TAAS/TEAMS Report Card by logging on to the Student Portal at <https://txparentportal.emetric.net/login?returnUrl=/list>